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ABSTRACT

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this seventh section focuses on the various ways private sector resource persons may be effectively selected and utilized by vocational teacher education institutions. (Resource persons, as defined here, encompass persons from any geographical area who may have specific aptitudes, knowledge, or skills available to groups.) Although the guidelines for utilizing resource persons are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most planning for the use of resource persons are described as a model approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. (JT)

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BUSINESS-INDUSTRY-LABOR LINKAGES: A Handbook for Improving Personnel Development Programs

Handbook Section #7

RESOURCE PERSONS

INVOLVING RESOURCE PERSONS FROM BUSINESS, INDUSTRY, AND LABOR

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Improving Vocational Teacher Education Department
Linkages with Business, Industry, and Labor

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

June 1977

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FOREWORD

Continuing advances in technology, changing employment opportunities, and changing work requirements demand that vocational teacher educators establish linkages with the private sector in order to keep up-to-date in their efforts to support relevant education programs for youth and adults. It is recognized also that in developing these linkages, vocational educators can be helpful to their business, industry, and labor counterparts.

Educators must share their concerns for the design and maintenance of viable vocational education programs. Giving visibility to effective strategies and working arrangements will help spread the practice of utilizing business, industry, and labor inputs and, in the process will greatly strengthen the possibilities of placing vocational education graduates in satisfying and rewarding careers.

These eight handbook sections are a response to the need for direction and suggestions in increasing business, industry, and labor inputs into vocational teacher education programs. The guidelines contained in the handbook sections are intended for use by faculty members of vocational teacher education departments, but the material is also easily adaptable for use by vocational educators at the post-secondary and secondary levels.

A strength of these handbook sections is the interest and involvement of vocational education teacher educators across the nation. Appreciation is expressed to the many educators who contributed materials and reviews of the initial drafts. Center staff involved in the development of the Resource Handbook sections include Dr. Richard Dieffenderfer, project director, Ms. Lee Kopp, and Mr. Orest Cap.

Robert E. Taylor
Executive Director
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Preface

Resource Handbook Development

The Resource Handbook for improving vocational teacher education linkage with business, industry, and labor was prepared as resource materials for an EPDA Training Workshop conducted at The Center for Vocational Education, April 18-19, 1977. The training workshop and resource materials development work are part of the activities of a Center project sponsored by the U.S. Office of Education and the Ohio Department of Education, Division of Vocational Education under EPDA Part F, Section 553 as a national priority project entitled: "Improving Business, Industry, Labor Inputs into Personnel Development Programs."

The Resource Handbook has been prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development effort and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments. The choice of the eight topics developed in each of these handbook sections was based on the stated needs of respondents to a national survey of vocational teacher education departments conducted as part of project activities for identifying existing business, industry, and labor linkages.

The development of the resource handbook for improving vocational teacher education department linkages with business, industry, and labor was guided by several basic objectives. These included a desire to:

1. Identify various types and sources of information appropraite to the business, industry, and labor interests of vocational teacher education departments;

2. Describe for vocational teacher educators appropriate ways to access and utilize selected business, industry, and labor information resources; and

3. Organize and present resource information in a way that encourages its use in meeting the business, industry, and labor linkage objectives of vocational teacher education departments.

The eight topics featured in the Resource Handbook sections include:

#1 Staff Development:
Creating a Staff Development Plan for Business, Industry, and Labor Involvement.

#2 Advisory Committees:
Utilizing Business, Industry, and Labor Advisory Committees.

#3 Cooperative Internships:
Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.

#4 Personnel Exchange Programs:
Establishing Personnel Exchange Programs Involving Business, Industry, and Labor.

#5 Workshops:
Involving Business, Industry, and Labor Through Workshop Programs.

#6 Site Visits:
Conducting Business, Industry, and Labor Site Visits.

#7 Resource Persons:
Involving Resource Persons from Business, Industry, and Labor.

#8 Program Support:
Securing Program Support for Business, Industry, and Labor Involvement.

Resource Handbook Feedback

The development of this type of resource handbook series needs the continual input of fresh ideas and reactions in order to make the final product as useful as possible to vocational teacher educators. Inside the back cover of each of the Resource Handbook Sections there is a feedback reaction sheet for submitting your suggestions for improving business, industry, labor, and education linkages. Your ideas are wanted concerning:

1. Suggestions for other linkage ideas and approaches;
2. Linkage problems that are unique to various types/sizes of teacher education departments;
3. Suggestions for references and resource materials;
4. Identification of additional planning steps and procedures; and
5. Additional Comments.

Your professional contribution to cooperative efforts with business, industry, and labor is appreciated.

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Introduction

This part of the handbook section provides an overview of the resource persons approach to utilizing business, industry, and labor inputs. The introduction begins with a need statement for the use of resource persons in vocational teacher education programs, followed by a statement of the benefits and contributions of resource persons to vocational teacher educators, an overview of the parts of this handbook section, and list of objectives for department faculty that use this handbook section.

Need Statement

A very basic concern voiced by department faculty members is how to effectively select and use resource persons.

- Where do I find people to represent the appropriate interests?
- How do I find people to represent the appropriate interests?
- How do I find people who will be knowledgeable and active?

Departments can more effectively assess the private sector and utilize available resource persons if the department members establish a cooperative plan of action.

Contributions / Benefits

A number of benefits may be derived from the use of resource persons. The following is only a partial list of such benefits:

- A chance to share new ideas;
- An occasion to raise new questions;
- A chance to gain access to special people;
- An opportunity to permit expansion of knowledge;
- A chance to exchange information and understanding;
- An opportunity to improve some skills; and
- An opportunity to establish close ties with business, industry, and labor representatives.

A variety of approaches exist for such endeavors. However, there must be personal human involvement, a positive attitude, determination, and willingness to reach long-term goals, if value is to be derived from any of the approaches described in this activity.

Handbook Section Overview

This handbook section focuses on the various ways business, industry, labor, and educational resource persons may be effectively selected and utilized by vocational teacher education institutions. Resource persons, as defined in this section, encompass persons from any geographical area who may have specific aptitudes, knowledge, or skills available to groups.

This activity is subdivided into the following parts:

- Introduction – This part of the handbook section contains a need statement, a statement of the contributions and benefits of this approach to the department faculty, an overview of the handbook section, and a list of objectives for the handbook section.
- The Resource Persons Approach – Included in this part are descriptions of the basic activities that are common to planning for the use of resource persons.
- Alternative Approaches – Suggested alternative forms and procedures are presented in this section to aid departments in developing plans that are unique to their own situation.
- Administrative Details – Part of planning involves investigating and establishing policies and procedures. This part contains suggested items to consider.
- Planning Notes – This part is a step-by-step listing of ideas designed to help the faculty develop plans for the effective use of resource persons by their department.
- Selected References – References in this part include sources of information used in the handbook section as well as additional references that may be helpful to your department.
- Resource Materials – The example materials contained in this part are illustrative of the types of materials you may be developing as part of your department's involvement with resource persons.

Developmental Objectives

This handbook section is designed to promote vocational teacher education department *linkages with business, industry, and labor* through the use of resource persons. Based on the reading, adapting, and implementation of the strategies and techniques presented in this section, department staff will be able to more effectively:

1. Identify and select business, industry, and labor resource persons;
2. Develop criteria to select resource persons based on department goals;
3. Assess how well resource persons are being effectively utilized by the department;
4. Select appropriate strategy(ies) for your department;
5. Prepare a department plan/procedures for your department;
6. Utilize available reference materials and resource persons; and
7. Design and prepare appropriate aids to assist in planning, implementing, and evaluating activities.

This handbook section is one of an integrated series of eight parts designed for vocational teacher education departments interested in more effectively locating and selecting resource persons in their personnel development programs.

Utilization of resource persons outside or within your present institution is an effective way to maximize your instruction.

The Resource Persons Approach

The Resource Persons Approach part of this handbook section will describe basic activities that are common to most planning for the use of resource persons. Procedures for selecting, assessing, and utilizing resource persons will be described under Planning/Preparations Required, where budget and a resource file are discussed.

Planning / Preparation Required

Determine Need

Resource persons are more effectively used if they are chosen to help meet predetermined objectives. For instance, in choosing workshop speakers, the speaker should be chosen to fill a definite need rather than have the workshop agenda develop around available speakers.

The following is a list of ways a department might make use of resource persons:

1. Assisting in the development of specific programs (for example, personnel exchanges or cooperative internships);
2. Providing opportunities for site trips to various businesses and industries for both faculty and students;
3. Providing business and industry personnel to schools for teaching and other services;
4. Assisting students in obtaining on-the-job training through cooperative internship programs;
5. Helping in the development of curricula relevant to current technology;
6. Providing industrial equipment;
7. Furnishing books, pamphlets, and other printed materials for use in instruction;
8. Providing exploratory and "hands-on" training opportunities to students;
9. Furnishing instructional aids, e.g., sample kits of raw materials, finished products, exhibits, training aids, etc., for use in classroom;
10. Furnishing schools with directories of other business, industry, and labor resource persons;
11. Providing opportunities for faculty to obtain work experiences in businesses and industries;

12. Conducting seminars on various topics for faculty;

13. Providing financial support for student recognition programs, scholarships, and other awards; and

14. Providing public relations support for the schools and their programs.

Contact Potental Resource Persons

Establishing contacts in the business, industry, and labor sector is a long-term project. Confidence building is as important an aspect in establishing contacts as is information dissemination.

In making the approach to an organization, the educator's knowledge of organizations and/or his rapport with individuals within the organization plays a prominent role. His firsthand knowledge might dictate, for example, whether the project ought to be broached directly, presented in writing, sounded out through a third party insider, or whether it would be more productive and political to have an exploratory conversation.

Depending on the size and complexity of an organization, it is of frequent value to develop an advocate within the organization who can assist in bringing the project to the attention of the right people and who can confidently expect to represent you with accuracy and conviction. Recognizing the difficulties inherent in learning the staff of each organization, it is often wise to become acquainted with a contact person in each organization who will recognize you as the occasion presents itself.

A sample contact log for use when contacting resource persons is included in Resource Materials (Figure 7.1).

Resource Person Utilization

It is difficult for organizers to be knowledgeable about the frequency with which resource persons are asked to participate. This is why:

- Care should be taken to avoid extensive use of any one person; and
- If a qualified person has agreed to participate in your endeavor but is not utilized, he may lose interest.

Investigate the resource person's experience in the area you wish to utilize him/her:

- Does he/she prefer working in small group discussions?
- Does he/she prefer speaking assignments?

Information to Be Given to the Resource Person

Once the resource person has agreed to participate, the following information should be provided to the resource person in writing. State specifically the category of needs in expertise. State the dates,

audience or population to be reached, and the time frame of the presentation. Request the name and title of the person in the corporation to contact and establish a working relationship with this representative for present and future needs. A summary list of types of information to be given to resource persons includes:

- Purpose of conference, speech, advisory committee, etc.;
- Location, date of meeting;
- Type of talk/help desired;
- Number and type of participants;
- Length of time available;
- Copy of tentative program; and
- Financial arrangements agreed upon:
  - Travel,
  - Peer diem expenses,
  - Honorarium,
  - How payment will be made,
  - Paperwork required,
  - When payment will be made, and
  - Accomodation arrangements.

A sample letter to a resource person is included in Resource Materials (Figure 7.2).

Information to Be Provided by Resource Persons

A list of information to be provided by resource persons includes:

- Date and time arriving/departing;
- Transportation arrangements;
- Special material/equipment needs;
- Needed paper work;
- Biographical material (if needed);

- Prior copy of speech (if applicable);
- Agreement on the evaluation input and feedback to the resource person;
- Permission of resource person for recording the presentation;
- Appropriate information for introduction; and
- Any additional needs/expectations.

Hospitality Arrangements to Make for Resource Persons

A list of items to be considered when making arrangements for resource persons includes:

- Hotel/motel accommodations;
- Parking arrangements;
- Press releases;
- Instructional materials to be developed for resource persons;
- Person to meet resource persons at airport/motel;
- Luncheon or meal functions;
- Appoint person to act as host for each resource person;
- Show conference arrangements to resource person and/or space where presentation is to be made; and
- Arrange resource person's introduction to appropriate persons at institution and/or function.

Included in Resource Materials are a sample visitor's itinerary (Figure 7.3) and a sample agenda (Figure 7.4).

Evaluation of Resource Persons

Although evaluation of resource persons is desirable from the department's point of view, the following should be considered:

- Most persons have an innate fear of evaluation; therefore, utilize this aspect with caution; and
- Obtain agreement with the resource person on evaluation methods.

Follow-Up of Resource Persons

The following steps help to pave the way for a return engagement:

- Send a letter thanking the resource person;
- Send a letter to the director of his/her organization indicating the resource person's helpfulness; and
- Check to be sure person receives honorarium or expenses within a reasonable period of time—either by direct letter or through your accounting office.

A sample thank-you letter to a resource person's supervisor is included in Resource Materials (Figure 7.5).

Resources Required

Budget

When determining funding availability the following aspects should be examined:

- Department budget;
- Travel;
- Sharing costs;
- Honorarium; and
- Per diem expenses.

Develop a Resource File

To aid faculty in effectively utilizing resource persons, a department file should be organized. In investigating organizations the following types of information could be gathered:

- Names of speakers available to describe business, industry, government, etc. organizational operations;
- Names of executives and professional personnel who could serve as resource classroom, shop and laboratory lecturers, etc.;
- Names of executives willing to serve on advisory committees to the department;
- Persons to sponsor part-time employment/personnel exchange programs or cooperative internships; and

- Personnel willing to conduct or participate in workshops.

A suggested form for a resource card file is included in Resource Materials (Figure 7.6).

Alternative Approaches

Alternative forms and procedures for utilizing resource persons are presented in this section. Alternatives presented include sources to investigate, conference calls, speakerphone, audio tapes, and video tapes. Special Themes/Topics related to resource persons are included at the end of this part of the handbook section. These suggestions should aid departments in developing plans that are unique to their own situation and needs.

Other Procedures / Purposes

Sources to Investigate

Some suggested sources to investigate for resource persons include:

- Business and industries:
  - Large companies and corporations,
  - Small neighborhood businesses,
  - Professional, technical, and trade organizations,
  - Chambers of Commerce,
  - Business-Education Coordinating Councils,
  - Business sponsored civic groups, and
  - The several types of inter- and intra-business and industrial consortium committees unique to various communities, for example, shopping mall associations;
- Organized labor;
- Governmental agencies;
- Military posts; and
- Faculty contacts:
  - Advisory committees,
  - Other university departments, and
  - Personal contacts.

Local Chambers of Commerce will frequently make available a membership directory which includes many of the above.

Contact the director of the Public Relations Department of large corporations and request a list of speakers with expertise related to your area of interest.

Organized Labor. Labor represents a somewhat unique resource in that their resources and community involvement are frequently masked by the public's perception of them as simply advocates for their membership while on the job. In reality, many unions are extremely community oriented, have an abiding interest in the total welfare of their members including education, and can back up their interest with personal representation and other resources. Personal rapport with community labor leaders is a worthwhile resource in and of itself.

If your department has had no previous contact with organized labor, faculty members may be unsure of the best way to initiate communication. The following are some suggestions based on the type of information or linkage contact desired.

Type of Information	Contact
General information	National level office • Specific unions • Federation of unions • Labor-management training trust funds
Programs of statewide involvement	State or regional office • Specific unions • Federation of unions • Labor-management training trust funds
Programs of department wide perspective or Programs that are service area specific	Local office • Specific unions

If you wish to secure information on communication channels or the name of an initial contact person for the local office of a specific union, one approach is to write the state or regional office giving information on the desired program, indicating lack of knowledge of proper communication channels, and asking for the needed references.

Retired Persons. Retired persons also are an excellent resource; this approach has been successfully utilized by various groups. For example, ACTION, the national agency for volunteer service, used SCORE (Service Corps of Retired Executives) as technical advisors to develop minority business enterprises. Sources to investigate include national and local retirement groups associated with businesses and civic organizations.

Conference Calls

Another way to utilize speakers is by holding a telephone conference call. The operator in your area can set up a conference call and get all participants on the line at the same time. However, a set maximum of conferees may be connected on a conference call; this will depend on the type of telephone equipment in use. An added advantage is that everyone gets to talk to everyone else. The operator can tell you in advance how much such an arrangement will cost. Once participants have agreed on the time and date the conference is to be held, then the following process must be completed:

- Prearrange the call, to speed connections by:
  - Dialing "0" for operator,
  - Give your telephone number (area code), and
  - Give necessary details: names of participants, telephone numbers (extension), area codes, cities, specific places (institutions), time to be held, payment arrangements
- Finally, hold conference call on prearranged date and time.

Speakerphone

The speakerphone attaches to a regular telephone. This unit allows you to speak "hands free." Separate desk-top transmitter and receiver units permit a small or large group to participate in a telephone conversation. The speakerphone has a volume button enabling you to turn the volume down for small groups and turn the volume up for larger groups.

Such a unit can be utilized for meetings, and in place of a conference call. Dial the call direct, put it on the speakerphone and have everyone assembled to participate in the telephone conversation. For privacy, turn the speakerphone off and the telephone can be used in the normal manner.

Audio Tapes

Request an opportunity to tape resource persons in a corporation who have expertise relative to the specific need spelled out in your request. Record the conversation including questions and answers to and from the resource person about the topic. Be certain to include the name of the individual, his/her title, and the corporation name. Advise that the materials will be used with _____audience for _____ period of time. The materials will be updated within the time limit set by the company. The original tape will be available for recall at the discretion of the corporation's public relations department and will not be reproduced without specific authorization.

Using this format a library can be developed of experts from all over the nation, without extensive costs to the department. It may be only local, if desired.

The audio tape approach, as briefly outlined above in some instances, can help you attain your set objectives, especially if videotaping is unavailable, too expensive, and/or too time consuming.

Videotape

With the current accessibility of closed circuit and cable television, one method for vocational teacher education departments to incorporate new concepts and practices into its professional development program is through the use of videotape. For instance, videotaping can be used to tape simulated collective bargaining sessions or grievance procedures with actual cases. Participants in such a workshop would actually attempt to solve the given situation. Experienced business, industry, labor, and other representatives would actually conduct and direct such a workshop. Below are some guidelines which may help organize such a session:

- Identify the topic to be addressed;
- Contact through a letter or by phone business-industry-labor representatives willing to participate in such an endeavor. Set limits;
- Decide with business-industry-labor representatives where such a session can be held;
- Identify the number and type of participants, and again set limits;
- Obtain actual cases for each participant and arrange for the required number of video equipment to be used;
- Have agenda outline for the particular day;
- Divide participants into a number of groups;
- Videotape each group's session, set time limits;
- Review each group's videotaping; and
- Evaluate the session.

Special Themes / Topics

Critical to the use of resource persons is the selection of persons who best fit the department's need, and then the involvement of the resource persons in a task that will be challenging and interesting to them. Important to this effort is the selection of meaningful cooperative activities. Included below are some suggestions for themes, topics, and groups that might be included in getting more involved in the use of resource persons from business, industry, and labor. This is the start of a brainstorming list, you are encouraged to add to it:

1. Identify the various business, industry, and labor professional and trade associations in the state that have a relationship to the work of vocational education;
2. Develop a file of resource persons or associations of concern to your department or service area;
3. Selection of a multi-disciplinary panel to assist in developing department long-range plans;
4. Involve media and communication specialists in improving instructional technology or department promotion activities;
5. Identify resource persons in federal agencies and government who are sources of technical information in such areas as safety and hygiene;
6. Involve department staff in reading association journals and trade publications as a way of identifying resource persons and keeping up with developments in the field;
7. Get faculty involved as resource persons in providing assistance to business, industry, and labor related groups;
8. Identify labor education resource persons who may be from within or from outside the university;
9. Establish a variety of informal communication links with business, industry, and labor representatives for ongoing dialogue;
10. Identify company sales representatives who are also specialists in various training techniques;
11. Identify various private non-profit training programs for skill training of disadvantaged and special groups;
12. Identify various private training school program sources;
13. Develop an inventory of department staff skills which would be useful to business, industry, and labor related groups;

14. Identify persons needed to carry out department staff development plans; and

15. Prepare an economic profile of the area, researching the interrelationship between business, industry, and labor in the local economy.

Use the remaining space to add your own ideas:

Administrative Details

This part of the handbook section contains suggested items to consider in investigating and establishing policies and procedures. These items are followed by a Planning Steps Checklist which gives an overview of the major items to be considered in planning for the use of resource persons.

Examine Existing Policy / Procedures

Institutional/Departmental Use of Resource Persons

Prior to beginning the selection process, everyone involved should be knowledgeable about institutional/departmental policy on the use of resource persons. Incorporating set policy at the onset can help prevent difficulty and misunderstanding at a later date. Policy procedures to clarify include:

- Travel guidelines;
- Per diem expenses;
- Honorarium guidelines/procedures;
- Reimbursement procedures; and
- Consultant/resource person approval procedures.

Clearance Release

If you intend to publish or disseminate a speaker's presentation, then make arrangements with speaker, look into clearance and/or permission procedures, including:

- Legal requirements;
- Institutional procedures;
- Contract restrictions; and
- Clearance/permission procedures.

This is particularly important if you plan to videotape presentations, make audiotapes of presentations or photograph resource persons. Clearance for use of the materials should be obtained.

Included in Resource Materials is a sample voice release (Figure 7.7) and a sample videotape release (Figure 7.8).

Establish Policy / Procedures

Resource Person Selection

One point to consider when searching for resource persons is whether you are more interested in having resource persons representing groups, organization, or whether you want to select them as individuals. Either way, you will want to establish criteria for a variety of situations. Possible criteria include persons who:

- Indicate their intention and ability to prepare for indicated events;
- Indicate an expressed interest in the area of vocational education;
- Represent a variety of relevant disciplines and experiences;
- Are active and knowledgeable in specific content areas; and
- Have demonstrated capability for dealing with problems and issues: identifying, clarifying, and assessing concepts and positions.

Establishing Criteria for Speakers

- Have you considered your budget?
- What are your objectives?
- Should the speaker be dynamic?
- Must the speaker posses specific knowledge?
- Is the speaker skilled in public speaking?
- Have you considered who the speaker is in relation to the audience being reached?
- Can a minority or female representative accomplish your objectives?
- What about geographical location?

Avoid arranging for a speaker solely because of his status, for the audience sometimes may be disappointed.

It is essential to remember to list possible speakers with other alternatives in case the ones you select cannot attend your gathering.

Planning Steps Checklist

The purpose of the Planning Steps Checklist is to give an "at a glance" listing of the major specific items that are involved in planning for the use of resoruce persons to increase business, industry, and labor inputs into vocational teacher education programs.

- ☐ Determine objectives for use of resource person
- ☐ Familiarize yourself with any institutional policy on the use of resource persons
- ☐ Obtain required clearances
- ☐ Identify potential sources for resource persons
- ☐ Determine the type of approach you wish to utilize
- ☐ Identify information to be given to resource person
- ☐ Identify information to be requested from resource person
- ☐ Determine arrangements to make for resource person
- ☐ Follow-up of resource person
- ☐ Evaluate resource person's presentation
- ☐ Maintain a current and valid file of possible resource persons

Planning Notes

This section is designed to assist you in working out plans for the effective use of resource person activities/approaches by your department. These points are based on the specific items identified in the Planning Steps Checklist. The purpose of these Planning Notes worksheets is to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, labor representatives in this type of activity/approach.

List of Planning Notes Topics:

1. Determine Objectives:
   What are your needs and goals?
   What type of audience do you wish to reach?

2. Examine Policies:
   Does your institution have any policy concerning the utilization of resource persons?

3. Determine Strategies:
   What type of strategy(ies) do you wish to utilize?

4. Obtain Information:
   What information should be given to the resource person?
   What information should be requested from the resource person?

5. Determine Arrangements:
   What type of arrangements do you need to make for the resource person?

6. Select Publicity Arrangements:
   What type of publicity activity might be utilized?

7. Determine Agenda:
   What items do you feel might be part of an agenda?

8. Select Evaluation:
   How do you intend to evaluate the presentation and use of resource persons?

9. Determine Follow-up:
   What follow-up steps need to be taken for services rendered?

Planning Notes

1. Determine Objectives

What are your needs and goals?
What type of audience do you wish to reach?

2. Examine Policies

Does you institution have any policy (i.e. clearances) concerning the utilization of resource persons?

3. Determine Strategies

What type of strategy(ies) do you wish to utilize? (i.e. videotape, speaker, closed circuit television).

4. Obtain Information

What information should be given to the resource person?
What information should be requested from the resource person?

5. Determine Arrangements

What type of arrangements do you need to make for the resource person?

6. Select Publicity Arrangements

What type of publicity activity might be utilized?

7. Determine Agenda

What items do you feel might be part of an agenda?

8. Select Evaluation

How do you intend to evaluate the presentation and use of resource persons?

9. Determine Follow-up

What follow-up steps need to be taken for services rendered?

Selected References

This part of the handbook section lists selected reference materials that pertain to the effective use of resource persons. In addition to these materials, each service area has a multitude of organizations and publications that are related to that particular service area. The library should be helpful in identifying these. You are encouraged to add to this list.

Print Materials

Norton, R. E. *Staff Development Program for Promoting More Effective Use of Community Resources in Career Education,* Section IV. The Center for Vocational and Technical Education. The Ohio State University, Columbus, Ohio, 1974.

Ohio Bell, "Helpful Telephone Tips," Ohio Bell, Columbus, Ohio, (nd).

Resource Materials

The example materials illustrated in this part are designed to be adapted and used selectively as your situation dictates. The purpose of these materials is to show a variety of standard forms, letters, suggested procedures, and other similar aids that would be useful to vocational teacher education departments in promoting and developing improved linkages with the business, industry, and labor community in their area.

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CONTACT LOG

WORKING COPY

FEB 1 0 (???

Page ___ of ___

Name: _____

Person Contacted: (Record name, title, address, telephone number in file)	Nature of Information Sought/Provided	Follow-up Action Required/Reminder Needed	Contact Date

Figure 7.1 Contact Log Worksheet

(Letterhead)

(Date)

(Inside address)

Dear :

Your willingness to participate as a resource person at our institution is most appreciated. Without your cooperation, this phase of our (class, project, etc.) would not be possible.

The object of these sessions is to provide our (audience) with a broader scope of information on (subject area). We hope to achieve this with your help.

Our group is interested in hearing about (subject area) which you may want to cover.

Your company may have some materials, such as booklets, leaflets, etc., which they would furnish, that you could bring along. Please feel free to bring along any tools or other materials which you work with to display during your talk which should last for (time), followed by a discussion and answer period.

We would like for you to meet with (name) on (date) at (time).

Thank you very much for your willingness to participate in our (title). We will be looking forward to seeing you.

Yours truly,

(Name)
Workshop Director

Figure 7.2 Sample Letter to Speaker

(Letterhead)

(Visitor's Name & Address)

(Date)

Schedule Summary:

8:30 a.m.	Transportation to Center from Holiday Inn
	Overview of Resource Center Research Library and Services
	Overview of Personnel Division Business-Industry-Labor related projects:
	-Sheet Metal Instructor Training Program
	-Apprentice Painter Curriculum Project and Instructor Training
10:30 a.m.	Informal Discussion and Coffee: Conference room 1-B
	With Personnel Development Division Staff and Members of the Expanding Educational Setting Planning Group
	Topics such as:
	-Unique training approaches and training facilities in use
	-Needs in adult skills training programs
12:00 Noon	Lunch - Holiday Inn
1:30 p.m.	Transportation to Airport for 2:35 flight

Figure 7.3 Sample of Visitor's Itinerary

Sheraton Hotel
Sidney, Maryland
March 11, 1980

10th ANNUAL NATIONAL
VOCATIONAL-TECHNICAL TEACHER
EDUCATION LECTURE

Vocational Department Linkages with Business
Industry and Labor

3:30-5:30 p.m.	Registration	Crystal Lounge
6:30-8:00 p.m.	Registration	Crystal Lounge
8:00 p.m.	Opening Session	Ball Room
	President Bill Smith	
	Welcome Honorable R. Swan Congressman, State of Maryland	
	Organization of the Lecture Bill Smith	
	Keynote Address The Missing Link Ms. Hellen Johnson	
	Involving Business-Industry-Labor Mr. John Marks	
9:45 p.m.	Coffee Break	
10:00 p.m.	Open for Discussion	
10:30 p.m.	Wrap Up	

Figure 7.4 Sample Agenda

(Letterhead)

(Date)

(Inside address)

Dear :

We wish to take this time to acknowledge the participation and contribution of (name) of your faculty to the conference entitled (title) that was held at (name of institution), (date).

The major goal of this conference was to provide our (participants) with a broader scope of information on (topic). This goal was achieved with (name) help.

We appreciate the cooperation of the university administration in permitting (name) release time, to participate in this professional development activity.

Sincerely,

(Name)
Program Director

Figure 7.5 Sample Thank-You Letter

NOTE: A filing system may be organized by topic areas, cross referenced or alphabetically

(front)

Resource Persons

Name:

Organization: Title:

Office:

Address-

Phone-

Home:

Address-

Phone-

(back)

Expertise:	Comments:
Recommended by:	
Date and occasions used:	
Availability (Preference)	

Figure 7.6 Sample Resource Person File System

VOICE RELEASE FOR REPRODUCTION

I, the undersigned, do hereby grant _____

_____ University, permission to reproduce on magnetic tapes, recording discs, and/or magnetic tape cassettes the finished voice recording of _____ (name) made on _____ (date) to any legitimate use (department title) may deem proper for advertising or educational or commercial purposes or for the purpose of trade. Further, I relinquish and give all right, title, and interest I may have in the finished voice recording, copies, and facsimiles of that recording, and further grant the right to give, sell, transfer, and exhibit those recordings and facsimiles thereof, to any responsible individual, business firm, broadcast studio, or recording studio, or to any of their assignees.

_____ Date

_____ Signature

Figure 7.7 Sample Voice Release for Reproduction Form

VIDEO TAPE RELEASE

I, the undersigned, do hereby grant (name of university), permission to put finished photographs of (date), (name), to any legitimate use ( ) may deem proper for Advertising or Education or Commercial purposes or for the purpose of Trade. Further, I relinquish and give all right, title and interest I may have in the finished pictures, negatives, reproductions, and copies of the original prints and negatives, and further grant the right to give, sell, transfer, and exhibit the negatives, original prints, or copies and facsimiles thereof, to any responsible individual, business firm, or publication, or to any of their assignees.

DATE _____ Permission granted by

_____
Signature

Figure 7.8 Sample Video Tape Release Form